

Unit 2 Plagiarism

Content Area: **Library/Media**
Course(s):
Time Period: **OctNov**
Length: **Grade 6**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Library Media, Grade 6

Unit 2 Plagriaism

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Dr. Giovanni Cusmano, Director of Elementary Education K -8

Mr. George Droste, Director of Secondary Education

Board Approved: August 30, 2017

Unit Overview

To ensure students are following the academic integrity policy set forth in their student hand book, this unit will focus on plagiarism and how to avoid it. Students will aim to create an understandable definition of what plagiarism is and the different facts that can lead to committing it.

Enduring Understanding

By the end of this unit students will be able to:

- Identify what is plagiarism
- What skills are needed to avoid plagiarizing
- Understand there are repercussions if they should cheat or plagiarize their work

Essential Questions

What do you define as plagiarism?

How can we avoid plagiarizing?

What are the repercussions should you plagiarize according to the student handbook?

Exit Skills

By the end of Grade 6, Library Media Unit 2, the student should be able to:

- Define what plagiarism is
- Identify the best practices for avoiding plagiarism
- Locate and explain what the Belleville Middle School academic integrity policy states

New Jersey Student Learning Standards (NJSLS-S)

LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Interdisciplinary Connections

AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.3.1	Respect copyright/intellectual property rights of creators and producers.
AAAA.K-12.1.3.3	Follow ethical and legal guidelines in gathering and using information.
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.2.3.1	Connect understanding to the real world.
AAAA.K-12.3.3.7	Respect the principles of intellectual freedom.

Learning Objectives

Students will be able to demonstrate the ability to:

- Define what plagiarism is

- Identify what qualifies as plagiarism
- Evaluate their own work to make sure they are not plagiarizing
- Locate and understand Belleville Middle School Academic Integrity Policy

Suggested Activities & Best Practices

Provide students with a variety of scenarios and have them determine if they are plagiarism or not and then explain why they are or are not. Then have students determine the punishment based upon the academic integrity policy.

Using BrainPOP! show students the video discussing plagiarism then have students complete one of the available activities such as making a map, activities, or game up.

Have students practice paraphrasing by giving them a passage to summarize in their own words.

Evidence of Student Learning - Checking for Understanding (CFU)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Brainpop! video

Media Specialist created handouts

Examples of plagiarism

Student Handbook

Ancillary Resources

Additional examples of plagiarism

Exercise to practice paraphrasing and locating examples of plagiarism

Technology Infusion

Brainpop!

Laptops

Smartboard

PowerPoint/Google slide

Alignment to 21st Century Skills & Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy

- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks

- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

- Varied supplemental materials

Intervention Strategies

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan

- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Unit Name:

Plagiarism

AASL:

1.3.1 Respect copyright/ intellectual property rights of creators and producers.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

3.1.6 Use information and technology ethically and responsibly

Interdisciplinary Connection:

English, Social Studies, Science

Statement of Objective:

SWDAT:

examine plagiarism violations through real world examples

recognize those ideas taken from other sources, whether these ideas are expressed in direct quotes, must be cited

Anticipatory Set/Do Now:

Students will be asked to answer the following question: What do you define as plagiarism?

Learning Activity:

After a brief discussion of the student's answers. The class will watch a video from brain pop on what plagiarism is. After watching the video, we will see if their answers match what was stated already. The media specialist will lead the students through a short PowerPoint/google slides presentation. Students will then look a few real-world cases and decide if they are plagiarism or not and explain why. If there is type available students will play the Brain pop! What the bleep game.

Student Assessment/CFU's:

Exit Tickets

Explaining

Go- Around

Materials:

Laptops

Smartboard

Handouts

21st Century Themes and Skills:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy
- Critical thinking and Problem Solving

Differentiation/Modifications:

Small group assignments

Pairing oral instruction with visuals

Integration of Technology:

Smartboard

Laptops

Brain pop!